

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
<u>10.58.520 PHYSICAL EDUCATION</u>		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning;	(a) identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning;	
(b) demonstrate competent motor skill performance in a variety of physical activities;	(b) demonstrate competent motor skill performance in a variety of physical activities;	
(c) describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, and skill improvement principles);	(c) describe performance concepts and strategies related to skillful movement and physical activity (e.g., <u>including</u> fitness principles, game tactics, and skill improvement principles);	
(d) describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness;	(d) describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness;	
(e) demonstrate knowledge and understanding of approved state and national content standards, current law including Indian Education for All (20-1-501, MCA), and local program goals as related to physical education;	(e) demonstrate knowledge and understanding of approved state and national content standards, current law, including <u>Indian Education for All (20-1-501, MCA), and those related to American Indians and tribes in Montana</u> and local program goals as related to <u>in</u> physical education;	
(f) identify, select, and implement appropriate learning/practice opportunities based on developmental needs, expected progression, level of readiness, understanding the student, the learning environment, and the task;	(f) identify, select, and implement appropriate learning/practice opportunities <u>of the K-12 physical education students</u> based on developmental needs, expected progression, level of readiness, understanding the student, the learning environment, and the task;	



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(g) identify, select, and implement appropriate instruction, services and resources that are responsive to students' strengths and/or weaknesses, multiple needs, learning styles, and prior experiences (e.g., personal, family, community, and cultural inclusive of Montana's Indian tribes);	(g) <u>demonstrate understanding and use of appropriate current and proven instructional strategies, services, and resources to promote skillful movement and physical activities that are responsive to students' strengths and/or weaknesses, multiple needs, learning styles, and prior experiences, (e.g., personal, family, community, and cultural) inclusive of Montana's Indian tribes;</u>	
(h) use organizational and managerial skills to create efficient active and equitable learning experiences;	(h) use organizational and managerial skills to create efficient, active, and equitable learning experiences <u>in physical education and development that are responsive to students' strengths, interests, challenges, individual prior experiences, and diverse cultural heritages including distinct cultural differences of American Indians and tribes in Montana;</u>	
(i) use a variety of developmentally appropriate practices (e.g., content selection, instructional formats, use of music, and appropriate incentives/rewards) to motivate school age students to participate in physical activity inside and outside of the school;	(i) use a variety of developmentally <u>and culturally</u> appropriate practices (e.g., content selection, instructional formats, use of music, and appropriate incentives/rewards) to motivate <u>K-12</u> students to participate in <u>indoor and outdoor physical activity activities inside and outside</u> of the school <u>to promote physical and cognitive health;</u>	
(j) use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment;	(j) use strategies to help students demonstrate responsible personal and social behaviors (e.g., including mutual respect, support for <u>of</u> others, safety, and cooperation that promote positive relationships and a productive learning environment;	
(k) develop and apply an effective classroom management plan;	(k) develop and apply an effective classroom management plan;	

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(l) describe and demonstrate effective communication skills;	(l) describe and demonstrate effective communication skills;	
(m) describe and implement strategies to enhance communication among students in physical activity settings;	(m) <u>(k) demonstrate knowledge and use of instructional</u> strategies to enhance communication among students in physical activity settings;	
(n) identify, develop, and implement appropriate program and instructional goals based on short and long term goals that are linked to student needs;	(n) identify, develop, and implement appropriate program and instructional goals based on short and long term goals that are linked to student needs;	
(o) design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction;	(o) design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction;	
(p) provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas;	(p) provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas;	
(q) select and implement instructional strategies for reading and writing within the content area;	(q) select and implement instructional strategies for reading and writing within the content area;	
(r) develop and apply direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving, and critical thinking);	(r) develop and apply direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving, and critical thinking);	
(s) demonstrate knowledge of components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias;	(s) demonstrate knowledge of components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias;	



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(t) demonstrate knowledge and apply assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes);	(t) demonstrate knowledge and apply assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes);	
(u) interpret and use performance data to make informed curricular and instructional decisions;	(u) interpret and use performance data to make informed curricular and instructional decisions;	
(v) evaluate personal instructional performance (e.g., description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change);	(v) evaluate personal instructional performance (e.g., description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change);	
(w) construct a plan for continued professional growth based on the assessment of personal teaching performance and school-based needs;	(w) construct a plan for continued professional growth based on the assessment of personal teaching performance and school-based needs;	
(x) design, develop, and implement student learning activities that integrate information technology;	(x) (l) design, develop, and implement student learning activities that integrate information <u>demonstrate knowledge and use technology tools and instruments to monitor students' motor skills development and performance;</u>	
(y) use technologies to communicate, network, locate resources, and enhance continuing professional development;	(y) use technologies to communicate, network, locate resources, and enhance continuing professional development;	
(z) demonstrate strategies to become an advocate in the school and community to promote a variety of health-enhancing opportunities;	(z) <u>(m)</u> demonstrate strategies to become an advocate in the school and community to promote a variety of health-enhancing opportunities; and	



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(aa) participate in the professional health education and physical education community (e.g., school, district, state, and national) and within the broader education field;	(aa)(n) participate in the professional health education and physical education community (e.g., school, district, state, <u>tribal</u> , and national) and within the broader education field;	
(ab) identify, seek, and utilize community resources to promote health enhancing opportunities; and	(ab) identify, seek, and utilize community resources to promote health enhancing opportunities; and	
(ac) establish productive relationships with parents/guardians and school colleagues to support student growth and wellbeing.	(ac) establish productive relationships with parents/guardians and school colleagues to support student growth and well-being.	
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		

